

Program Description/Textbook or Print Instructional Material

Vendor: Pearson Education, Inc., publishing as Pearson Prentice Hall **Web Address:** www.phschool.com

Title: **Prentice Hall Keyboarding and Computer Applications**

Author: Prentice Hall Editorial **Copyright:** 2004

ISBN: 0-13-036443-6 **Course/Content Area:** Keyboarding Applications

Intended Grade or Level: Grades 7-9 **Readability Level:** 6-7

List Price: \$ 51.96 **Lowest Wholesale Price:** \$ 38.97

Level of Accommodations (Level One, Two, or Three) Three

If Level Two or Three, please provide rationale for not meeting Level One Compliance Pearson Prentice Hall is unable to provide files in Levels One or Two due to the variety of page layout systems used to create the text. These systems are not compatible with specialized formats such as XML or HTML.

FEATURES

DISCLAIMER: The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, nor of the Kentucky Department of Education.

Content

A comprehensive text introduction to keyboards and the major software application tools (word processing, spreadsheets, database graphics, e-mail, and Internet) that keep students interested. Breaking Bad Habits and Correct Keying features are integrated throughout to address previously learned bad habits. Each lesson features a cross-curricular content with application information taken from Prentice Hall's leading academic text. More timed writings and drills result in higher student WPM achievement.

Student Experiences

The student will experience the keyboard in an interesting format and will develop application skills on the software tools. Skill building is featured throughout the text with a goal of 28 GWAM. The colorful design keeps students focused on keying and avoids distractions that interfere with learning.

Assessment

Assessment activities are built into the course as it progresses. More timed writing drills result in higher student WPM achievement and the text provides cumulative assessments for all types of keyboard keys.

Organization

The text is organized with learning the keyboard applications in the first units of 37 chapters ending in cumulative assessments. The next section revolves around computer applications with 12 units of 30 lessons. The text contains 436 pages that are geared to overall student learning and application of skills.

Resource Materials

- **Gratis Items To Be Provided And Under What Conditions**
Free upon request, 1 per teacher user with a minimum purchase of 20 Keyboarding & Computer Applications Student Editions:
 ∞ Teacher Edition

🌀 Teacher's Resource Binder

🌀 Solutions Manual

🌀 Wall Chart

🌀 Courseware (Single-user Take-home Version, MAC/WIN)

- **Available Ancillary Materials**

Courseware (Single-user Take-home Version, MAC/WIN) & Courseware (Network Version, MAC/WIN)

RESEARCH DATA/EVIDENCE OF EFFECTIVENESS

DISCLAIMER: The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, nor of the Kentucky Department of Education.

The text materials and all ancillaries have been thoroughly reviewed and tested by professional educators in the field for accuracy and appropriateness of content for middle grade students.



Group V - Career/Technical Vocational/Practical Living Education Instructional Materials Evaluation Tool Business



Title: Prentice Hall Keyboarding with Computer Applications **Cost:** \$38.97

Publisher: Pearson Prentice Hall

Item Evaluated: Textbook

Copyright Date: 2004

Evaluator: Melissa Helton

Content Level: 7-9

Date of Evaluation: July 31, 2003

Level of Alternative Format

Level 1 – Full Compliance

Level 2 – Provisional Compliance

Level 3 – Marginal Compliance

This section completed by Exceptional Children Services

Overall Strengths and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions . They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July 28-Aug. 1, 2003. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

Recommendations:

☒ Recommended by reviewers to State Textbook Commission

☐ Not recommended by reviewers to State Textbook Commission

Publisher's Explanation of Reviewer's Comments: By action of the State Textbook Commission, publishers are provided limited space, 150 words, to respond to what they may consider factual errors made by the reviewers in the evaluation.



**Group V - Career/Technical
Vocational/Practical Living Education
Instructional Materials Evaluation Tool
Business**



| | | |
|--|---------------------------------|------------------|
| Title: Keyboarding with Computer Applications | Publisher: Prentice Hall | |
| Technology Management Summary Data: | 20 possible points | 0 points earned |
| Technology Management Comments: No technology available | | |
| Technology Presentation/Interface Summary Data: | 40 possible points | 0 points earned |
| Technology Presentation/Interface Comments: No technology available. | | |
| Content Summary Data: | 44 possible points | 29 points earned |
| Content Comments: No teamwork or global perspective. Good employability skills & real-world applications. All Content Covered. | | |
| Instruction & Assessment Summary Data | 52 possible points | 41 points earned |
| Instruction & Management Comments: Not very engaging, but does provide practice. Does not include "CATS" like assessment. Various assessments given. Includes self-tests for the students. | | |
| Organization & Structure Summary Data | 36 possible points | 33 points earned |
| Organization & Structure Comments: Well organized. Good illustrations. | | |
| Resource Material Summary Data | 40 possible points | 20 points earned |
| Resource Material Comments: Teacher's Edition of the text is nice with activities and ideas. It mentions a teacher's resources binder, but I do not have it available. | | |



Group V - Career /Technical & Vocational/Practical Living

Electronic Instructional Media Review Form

Stand Alone/Independent or Integrated Software for Business



| Equipment (circle or change fill color) | Grade Level (circle or change fill color) | Audience (circle or change fill color) | Format (circle or change fill color) | Cost _____ | |
|---|---|--|--------------------------------------|--------------------------------|----------------------|
| Windows | Primary | Individual | Stand Alone/Independent | _____ single copy | _____ site license |
| Macintosh | Intermediate | Small Group | Integrated | _____ network version | _____ school version |
| CD-ROM | Middle | Large Group | Supplemental | _____ lab pack of _____ copies | _____ online |
| DVD | High | | In lieu of basal test | | |
| Sound | | | | | |
| Other | | | | | |

If other, explain _____

| Type of Software: Check all that apply | _____ Simulation | _____ Management | _____ Interdisciplinary | _____ Problem Solving | _____ Tutorial |
|---|------------------|--------------------------|-------------------------|-----------------------|----------------|
| _____ Exploratory | _____ Creativity | _____ Drill and Practice | _____ Critical Thinking | _____ Utility | _____ Other: |

| Rating Scale: | 3—Some of the time | 1—None of the time |
|-------------------|--------------------|--------------------|
| 4—All or the time | 2—Minimally | 0— Not applicable |

| Management | Rating |
|--|--------------------------|
| Allows customizing for individual learning needs. | 0 |
| Allows students to exit and resume at a later time. | 0 |
| Keeps a students performance record, where needed. | 0 |
| Allows control of various aspects of the software (e.g., turning sound off). | 0 |
| Allows for printed reports. | 0 |
| Comments: | Total 0 |

| Presentation/Interface | Rating |
|--|--------------------------|
| Presents material in an organized manner. | 0 |
| Has consistent, easy-to-use, on-screen instructions. | 0 |
| Has developmentally correct presentation format. | 0 |
| Adapts to different learning environments (learning styles/multiple intelligences, etc.) | 0 |
| Accessible for special needs students. | 0 |
| Runs smoothly, without long delays. | 0 |
| Presents easy-to-view text and graphics. | 0 |
| Presents easy-to-hear and understand sounds. | 0 |
| Avoids unnecessary screens, sounds, and graphics. | 0 |
| Provides immediate, appropriate feedback. | 0 |
| Comments: | Total 0 |

| Content—Business | Rating |
|---------------------------------|---------------------|
| Career Experiences | 4 |
| Employability Skills | 4 |
| Teamwork | 0 |
| Global Perspective | 0 |
| Mathematical Skills | 0 |
| Communication | 4 |
| Diversity | 3 |
| Ethical Practices | 3 |
| Academic Integration | 3 |
| Real World Application | 4 |
| Content Area Concepts Addressed | 4 |
| Comments: | Total 29 |

| Rating Scale: | 2—Minimally |
|--------------------|--------------------|
| 4—All or the time | 1—None of the time |
| 3—Some of the time | 0— Not applicable |

| Instruction and Assessment | Rating |
|--|---------------------|
| Identifies a Sense of Purpose | 4 |
| Builds on Student Ideals | 3 |
| Engages Students | 2 |
| Develops Business Ideas | 3 |
| Promotes Student Thinking | 2 |
| Assesses Student Progress | 3 |
| Enhances The Learning Environment | 3 |
| Reading level is appropriate for interest and ability level of intended student group; level remains consistent throughout. | 4 |
| Commonwealth Accountability Testing System (CATS) "like" Assessment is provided | 2 |
| Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included. | 4 |
| Includes activities and opportunities for integration of technology. | 4 |
| Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations) | 4 |
| Differentiation techniques and activities suggested. | 3 |
| Comments: | Total 41 |

| | | |
|---------------------------------|-----------------------------------|--------------------|
| Rating Scale: | 3 – Some potential for learning | 1 - Not present |
| 4 – High potential for learning | 2 – Little potential for learning | 0 – Not applicable |

| Organization and Structure | Rating |
|--|---------------------|
| Organization is logical and allows for spiraling of content. | 4 |
| Vocabulary and key terms are clearly defined and easily accessible within each lesson. | 2 |
| Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related. | 4 |
| Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities). | 3 |
| Legible type, length of lines, spacing, and page layout and width of margins contribute to overall appearance and use. | 4 |
| Student materials seem durable and conducive to daily use. | 4 |
| Includes sufficient glossary, index and appendices. | 4 |
| Employs accurate grammar and spelling | 4 |
| Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies. | 4 |
| Comments: | Total 33 |

| Resource Materials | Rating |
|--|---------------------|
| Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated) | 4 |
| Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels. | 4 |
| Extension activities including adaptations and accommodations for students with special needs. | 3 |
| Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/technology and references (e.g. solution manuals, study guides) | 3 |
| Suggestions are made for integration of themes and /or interdisciplinary instruction. | 3 |
| Integration opportunities suggested and examples given. | 3 |
| Teacher resources are available online. | 0 |
| Online resources available – Repeat of information in text. | 0 |
| Online resources available – Practice skills only. | 0 |
| Online resources available – New application materials. | 0 |
| Comments: | Total 20 |

| Rating Scale: | |
|--------------------|--------------------|
| 4—All or the time | 2—Minimally |
| 3—Some of the time | 1—None of the time |
| | 0— Not applicable |